

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input checked="" type="checkbox"/> New Course ___ Course Prefix Change ___ Course Deletion ___ Course Revision ___ Course Number and/or Title Change ___ Catalog Description Change			
<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing		
2. Additional Course Designations: check if appropriate ___ This course is also proposed as a Liberal Studies Course. ___ Other: (e.g., Women's Studies, Pan-African) ___ This course is also proposed as an Honors College Course.			
3. Program Proposals ___ New Degree Program ___ Program Title Change ___ Other ___ New Minor Program ___ New Track ___ Catalog Description Change ___ Program Revision			
<u>Current</u> program name	<u>Proposed</u> program name, if changing		
4. Approvals			
Department Curriculum Committee Chair(s)	Mary Ann Hannibal	Date	3/30/09
Department Chair(s)	Gene King		3/30/09
College Curriculum Committee Chair	Joseph Domaradski		4-27-09
College Dean	Mary Ann Rafath		4-27-09
Director of Liberal Studies *			
Director of Honors College *			
Provost *			
Additional signatures as appropriate: (include title)			
UWUCC Co-Chairs	Gail Schust		6-30-09

* where applicable

Received

JUN 24 2009

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MAY 01 2009

Liberal Studies Liberal Studies

Part II. Description of Curriculum Change

1. New Syllabus of record

ECED 250 Language Development

3c-01-3cr

Prerequisites: ECED/EDEX major. Admission to Teacher Education Step 1

I. CATALOG DESCRIPTION:

Acquaints students with the process of children's language acquisition and development through expressive skills and language comprehension. Observation, documentation, and assessment of language development across the areas of listening, speaking, writing, drawing and reading will be explored from both a theoretical and practical perspective.

II. COURSE OUTCOMES: By the end of this course, teacher candidates will be able to:

1. Demonstrate understanding of the developmental phases of expressive language and language comprehension skills for both typical and atypical language learners through language development activities and literacy investigation. (PDE 1.A3, 1A9)

2. Utilize strategies for supporting children's language growth through a variety of home based and classroom based activities such as conversations, stories, songs, poems, and other developmentally appropriate activities. (PDE 1.B.2, 2A.1b, 2A1d, 2A1e)

3. Articulate a research based understanding of language and literacy development and the critical roles of family, home environment, and interaction with the learning environment. (PDE 1I, IIA1g, IIA.i)

4. Model a variety of approaches to children's phonological development. (PDE 2.B.b.1)

5. Develop an understanding of organic and environmental challenges to children's developing language as well as an understanding of school and community based resources for support and intervention through exploration of research articles and literacy investigation. (PSE 1B8)

6. Articulate a research based approach for promoting and supporting language development for both native English speakers and English language learners. (PDE 1B 14F)

7. Demonstrate pedagogical approaches to language diversity in developing language as well as sensitivity to cultural and linguistic diversity. (PDE 1B 14, PDE 1H)

Course Objective	College Conceptual Framework / Danielson	PDE	NCATE / NAEYC / CEC Blended Program Standard	Course Assessment Measuring Objective
1	1	1 A3, 1 A9	NAEYC 1, CEC2	Quiz 1,2,3
2	2, 3	1B2 , 2A1	NAEYC 3, CEC 2,3,8	Language Development Activities
3	1, 4	1I, IIA	NAEYC 2, 4; CEC 4, 5, 7, 10	Literacy Investigation Research Article Review

4	2, 3	2B	NAEYC 4; CEC 4,6	Lesson Plans
5	1, 4	1B	NAEYC 4; CEC4, 6	Interview Quiz 1,2,3
6	1, 4	1B	NAEYC 1; CEC 2	Research Article Review
7	3, 4	1b, 1H	NAEYC 4; CEC 4	Lesson Plans Language Development Activities

III. DETAILED COURSE OUTLINE

Weeks 1 &2	The development of language: An overview and a preview Language-Development Models Theoretical approaches to language acquisition Supporting Families
Week 3	Communication development in infancy Phonological development: learning sounds and sound patterns Sharing Infant Toddler Language Development Activities
Week 4	Semantic development: learning the meanings of words QUIZ 1
Week 5	Putting words together: morphology and syntax in the preschool years
Week 6	Atypical language development Disorders and Development Resources for Home and School Support and Intervention
Week 7	Individual differences: Implications for language research and analysis Neurolinguistics
Week 8	The Social and Communicative Bases of Early Language The beginnings of reading and writing QUIZ 2
Week 9	Language-Learning Processes in Young Children
Week 10	Language in social contexts: Communicative competence in the preschool years Interviews with Early Childhood Professionals
Week 11	Preschool Pragmatic and Semantic Development Sharing Preschool Language activities
Week 12	Preschool Development of Language Form Lesson plans for Preschool

Week 13	Language Differences: Bidialectism and Bilingualism Lesson Plans for Primary Learners
Week 14	Sharing our Research Research article reviews Literacy Investigations and Case studies
Week 15	Quiz 3 as Final exam

IV.EVALUATION METHODS

- 1) Quizzes (3)
- 2) Language development activities for Infant-Toddlers; 2-3 year-olds, preschoolers (3)
- 3) Literacy investigation and case study (1)
- 4) Classroom activities
- 5) Research article review (1)
- 6) Interview with early childhood professional (1)
- 7) Lesson Plans (3)

These written assignments will be evaluated and graded using the following criteria:

- a) Sentence Structure - complete and grammatically correct;
- b) Word usage - appropriate form, tense, and person;
- c) Punctuation and spelling - correct usage and spelling;
- d) Terminology - appropriate use of professional terms; and
- e) Organization of content.

ALL written assignments must be typed using Microsoft Office Word .

QUIZZES - There will be three (3) quizzes during the course of the semester. These quizzes will occur at regular intervals throughout the semester. Questions will be taken from the reading material as well as class lecture notes. The value of each quiz is listed in the grades section of the syllabus. **(Objective 1)**

LANGUAGE DEVELOPMENT ACTIVITIES - Each student must complete three language development activities that are research based, developmentally appropriate, and that can be linked directly to home based language development, or school based language development. This assignment must be typed in a format that closely resembles the examples that will be provided. **(Objective 1, 2, 4, 6, 7)**

LITERACY INVESTIGATION AND CASE STUDY– This assignment involves the investigation of an issue related to language development. The topic may be related to speaking, listening, reading, or writing, and should focus on a problem that can be researched through available professional literature, and investigated with a child and family. Examples of appropriate topics and completed case studies/investigations will be shared in class. This assignment will have a research component, an interview component, an observation and interaction component, and a documentation of results component. **(Objective 1, 2, 3, 5, 6)**

CLASSROOM ACTIVITIES –Teacher candidates will have the opportunity to participate in a wide variety of hands on, minds on learning activities during class time. It is expected that all students will engage fully in these activities. **(Objective 1-7)**

RESEARCH ARTICLE REVIEW– Each student will identify a research article related to an aspect of language development. This article should have been published since 2003, and should offer background and applicability for supporting the home based and/or classroom based language development of typical or atypical learners from birth to age 9. Students will review the article according to a rubric that will be provided in class. The article may be used to support the research component of the Literacy Investigation and Case Study. **(Objective 1, 3, 5, 6)**

INTERVIEW WITH EARLY CHILDHOOD PROFESSIONAL – Each teacher candidate should identify an early childhood professional whose work involves supporting children’s developing language. An approved protocol of questions will be developed by the teacher candidate for use in conducting the interview. The purpose of the assignment is for the teacher candidate to develop a more comprehensive understanding of the myriad role of professionals in a variety of settings who support the development of children’s language. Specific requirements and a rubric will be provided in class. **(Objective 2, 3, 5, 6)**

LESSON PLANS (2) – Teacher candidates will develop a lesson plan for two target age groups: preschoolers (4-5 year-olds) and primary learners (6-9 year-olds) that focuses on developing, supporting and extending an aspect of language development. Each plan should follow the approved format, citing professional resources used for preparation, and resources and materials used for the actual teaching of the lesson. These lessons will be taught in class to support teacher candidates’ understanding of effective language pedagogy with individuals, small groups, and/ or large group instruction. **(Objective 1, 2, 4, 5, 7)**

V. EXAMPLE GRADING SCALE

Points will be accumulated during the semester from your written assignments, quizzes and course exams. Points will be distributed in the following manner.

1)	Quizzes (2 @ 50 points each and 1 @ 100 points)	200 points
2)	Language Development Activities (3 @ 25 points) (1 each for Infant-Toddlers; 2-3 year-olds and preschoolers)	75 points
3)	Literacy Investigation and Case Study	100 points
4)	Classroom Activities	25 points
5)	Research Article Review	25 points
6)	Interview with Early Childhood Professional	25 points
7)	Lesson Plans (2 @ 25 points each)	50 points
	Maximum Possible Score	500 points

93 - 100%	A	463 - 500
85 - 92%	B	423 - 462
77 - 84%	C	383 - 422
69 - 76%	D	343 - 382
0 - 68%	F	342 & Below

VI. ATTENDANCE POLICY

Students are required to attend all class meetings. However, in keeping with the University policy on attendance, students will be allowed a number of absences equal to the credit value of the course. For this course it is three (3) unexcused absences. Students exceeding the limit of three (3) unexcused absences will be penalized one (1) letter grade per absence over the limit. An absence is considered excused only if it is accompanied by a doctor's excuse.

VII. POSSIBLE TEXTS

Gleason, J.B., & Ratner, N.B. (2008). *Development of language*. Upper Saddle River, NJ: Allyn and Bacon.

Jalongo, M.R. (2006). *Early childhood language arts*. (4th ed.). Upper Saddle River, NJ: Allyn and Bacon.

Lightbrown, P., & Spada, N. (2006). *How languages are learned* (3rd ed.). New York: Oxford University Press

VIII. SPECIAL RESOURCE REQUIREMENTS

None

IX. PRELIMINARY BIBLIOGRAPHY

Berk, L., (2005). *Infants and children* (5th ed.). Boston: Pearson Education, Inc.

Boris, N. (2006). Assessing clinical disturbances and disorders of attachment. *Infant Mental Health Journal*, 27(3) No.167.

Bredekamp, S., & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs* (revised ed.). Washington, D.C.: NAEYC.

Burchinal, M.R., Roberts, J.E., Riggins Jr., R., Zeisel, S.A., Neebe, E., & Bryant, D. (2000). Relating quality of center-based child care to early cognitive and language development longitudinally. *Child Development*, 71, 339-367.

Dickinson, D.K., & Sprague, K.E., (2001). The nature and impact of early childhood care environments on the language and early literacy development of children from low-income families. In S.B. Neuman & D.K.Kickinson(Eds.), *Handbook of early literacy research* (pp. 263-280). New York: Guilford.

- Elkind, D. (2001). *The hurried child: Growing up too fast too soon* (3rd ed.). Cambridge, MA: Perseus Publishing.
- Gallese, V. (2006). Intentional attunement: From Mirror neurons to inter-subjectivity. *Infant Mental Health Journal*, 27(3), No. 24.
- Gonzalez-Mena, J., & Widmeyer Eyer, D. (2001) *Infants, toddlers, and caregivers* (5th ed.). Mountain View, CA: Mayfield Publishing Company.
- Goossens, F., & Yzendoorn, M. (1990). Quality of infants' attachment to professional caregivers: Relation to infant-parent attachment and day-care characteristics. *Child Development*, 61, 832-837.
- Hamre, B.K., & Pianta, R.C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72, 625-638.
- Landy, S. (2002). *Pathways to competency: Encouraging healthy social and emotional development in young children*. Baltimore: Paul H. Brooks Publishing Co.
- Mendoza, J., Katz, L., Roberston, A. S., & Rothenburg, D. (2003). *Connecting with parents in the early years*. University of Illinois at Urbana-Champaign.
- National Association for the Education of Young Children. (1998). *Guide to Accreditation*. Washington, D.C.: NAEYC.
- National Institute of Child Health and Human Development (NICHD) early Childcare research Network. (1997). The effects of infant childcare on infant-mother attachment security: Results of the NICHD study of early childcare. *Child Development*, 68, 860-879.
- Oppenheim, D. (2006). Maternal insightfulness into the emotional experience of the child: Its significance for children's development in normative and high-risk conditions. *Infant Mental Health Journal*, 27(3), No. 403.
- Pawl, J. H., & Dombro, A.L. (2001). *Learning and growing together with families: Partnering with parents to support young children's development*. Washington, D.C.: Zero to Three Press.
- Pianta, R.C., La Paro, K.M., Payne, C., Cox, M.J., & Bradley, R. (2002). The relation of kindergarten classroom environment to teacher, family, and school characteristics and child outcomes. *The Elementary School Journal*, 102, 225-238.
- Positive Beginnings: Supporting young children with challenging behavior. Supporting Families presenter's materials. A joint project of Florida State University and University of South Florida. 18-19, 30-40.
- Rogers, S., & Sawyers, J. (1988). *Play in the lives of children*. Washington, D.C.: NAEYC.
- Sagi, A., Koren-Karie, N., Gini, M., Ziv, Y., & Joels, T. (2002). Shedding further light on the effects of various types and quality of early childcare on infant-mother attachment relationship: The Haifa study of early childcare. *Child Development*, 73, 116-1186.

Zigler, E., Singer, D., & Bishop-Josef, S. (Eds.). (2004). *Children's play: The roots of reading*. Washington, D.C.: Zero to Three Press.

Video:

NAEYC. (1993). *Infant curriculum: Great explorations*. # 847 Washington, D.C.

NAEYC. (1993). *Toddler curriculum: Making connections*. # 848 Washington, D.C.

Positive beginnings: Supporting young children with challenging behavior. (2005). Department of Childhood Education, Reading, and Disability Services at Florida State University in coordination with the Department of Communication Disorders FSU & Department of Child and Family Studies, Louis de la Parte Florida Mental Health Institute USF

Promoting first relationships: A training program for service providers. NCAST-AVENUW at www.ncast.org, University of Washington, Box 357920, Seattle, WA 98195

Zero to Three. (2001). *Learning and growing together with families: Seven ways to build strong relationships*.

Course Analysis Questionnaire
ECED 250

A. Details of the Course

A1. This course is designed for all majors in the ECED PreK to Grade 4/Special Education PreK to Grade 8 major.

A2. This course is one of several courses being revised within the Early Childhood Education/Special Education program revision and does not affect any courses outside the department. This course is required.

A3. This course has not been offered on a trial basis or as a special topic

A4. This course is not dual level and will not be offered as such.

A5. This course will not be offered for variable credit.

A6. Examples of other institutions currently offering a similar course include
SUNY Brockport *EDI 407 Emergent Language and Literacy*
Northern Arizona University *EDI 309 Integrated Literacy I: Developmental Literacy and Language Arts in the Elementary Classroom*
Mansfield University *ELE 3362 Emerging Literacy*

A7. The content of this course is required by the competencies set forth by the Pennsylvania Department of Education, and by the National Association for the Education of Young Children.

Section B: Interdisciplinary Implications

B1. This course will be taught (as assigned) by appropriately qualified instructors in the PSE department.

B2. This course is independent of other departments and is restricted to the major.

B3. This course will not be cross listed.

Section C: Implementation

C1. Faculty resources are currently adequate to teach this course. This course is part of the redesigned curriculum mandated by the PDE's restructured certification guidelines. The preparation and equated workload for this course assignment is 1:1.

C2. No other resources are required for this course. Space, equipment, and library materials are currently adequate to teach this course.

C3. None of the resources for this course are funded by a grant

C4. This course will be offered both fall and spring semesters to accommodate all majors in the Early Childhood/Special Education major.

C5. Currently, there are about 125 majors total in Early Childhood Education, Elementary Education, and Special Education. We hope to enroll the same number of students in the proposed program which will replace the aforementioned areas. Therefore, we would plan to offer at least 4 sections of this course each year.

C6. Each section of this course will accommodate 25 to 30 students.

C7. No such recommendations are made.

C8. This is not a distance education course

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

No additional information is required